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ABSTRACT

A Q-factor analysis study was undertaken to supplement an earlier research effort that had suggested that television can be an acculturator for foreign students. The method used to test the relationship between television presentation and foreign students' orientation toward cultural values involved three steps: (1) traditional values were identified and matched to television programs, and the matching process was validated; (2) a baseline of United States students' perceptions of these values was determined; and (3) foreign students' perceptions were measured. The results suggested that television can reinforce existing perceptions of American culture. The findings also suggested that Q-factor research is one plausible and fairly valid method for investigating the ability of television to acculturate foreign students into United States culture. (FL)

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The Socialization Powers of Television and Foreign Students' Value Orientations

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The Socialization Powers of Television and Foreign Students' Value Orientations

The reinforcement of cultural values as one aspect of the socialization powers of the media has received some attention in past studies. Lazarsfeld and Merton, for instance, maintain that the media operate conservatively and follow public norms in such matters as tastes and values, thereby reinforcing the status quo.[1] The exception to this point of view possibly could be in the case of the selling of products. Even in these situations, however, the media generally avoid posing a serious challenge to fundamental values or deeply established mores.

Some studies have also alluded to the media potential of creating new values in the form of the stimulation of new forms of behavior that ultimately receive widespread social approval.[2] DeFleur posits a number of instances, including young boys imitating Tarzan-like behaviors viewed on television, that suggest the media can create new cultural values.[3] New programming techniques and topics can also create new values. For example, "All in the Family" was a new form of television program that ultimately affected many other programs, producing such spin-offs as "Maude" and "The Jeffersons".

The changing of cultural values, the final socialization effect, has not received widespread support from media researchers. Klapper, for example, denies that the media have much power to convert values in well-established behavioral areas.[4] However, DeFleur warns that the research in this area is very tentative. The media may be capable of converting

people from one value to another, but refuse to do so for fear of alienating the audience, thus annoying sponsors and affecting profit.

Overall, the three socialization effects can realistically be reduced to reinforcement and creation when dealing with the media. However, these various socialization powers do not necessarily hold for all members of the various media audiences. For example, television could have different effects on different audiences such as foreign college students. The mass media's role could be confined to helping foreign students first perceive and later internalize or conform to American norms and values by reinforcement of only perceived norms and values communicated by the media. This reinforcement is probably different than the reinforcement performed for the American audience because the only real contact foreign students could have with American culture is through television. Further, it is entirely possible that foreign students' only substantial contact with American culture, while living in this country, is also through television if they live in "collections" of students from their native country.

Some past studies concerning foreign students have dealt with their attitudes and problems of social adjustment.[5] The majority of this research has not attempted to establish any relationship between these attitudes and their antecedent causes.

The research concerning foreign student adaptation to American culture has also overlooked the process and inducements responsible for their socialization.[6] Although most foreign students come to this country to learn and obtain skills and dispositions with a goal of becoming more effective members of their native countries, their education occurs in an

environment alien to their childhood. They must somehow adapt to this environment to some degree, if they are to be successful students. Foreign students must, therefore, be somewhat acculturated into American society. They must also obey certain social sanctions which may affect their behavior. The various acculturators responsible for this learning have yet to be identified in studies of foreign students.

Obviously, there are many acculturators available to the foreign student, the most prevalent being the university. However, this institution has limited value in the socialization process because it teaches primarily about roles associated only with academic life. For learning social roles and expectations associated with other roles, foreign students must depend upon more informal contacts.[7]

Some of these informal cues used by foreign students in the acculturation process have received some attention in past research. For example, one study found that television was a primary source of American value orientation. The viewing of television was also a helpful agent in the internalization of these orientations by foreign students. Further, American host families, used to help acclimate the student to their new environment, were found to be fairly ineffectual in the acculturation process.[8]

Acculturation is a crucial process for the incoming foreign student if he or she is to be successful in an American university. Television has been identified as an important part of this process. If television does have a significant effect on value orientations toward American culture, then specific programs might be identified as reinforcers in the acculturation

process. Therefore, there should be some relationship between cultural values presented in TV programs and foreign student orientation toward these values.

Kapoor and Williams, using Q-factor analysis, investigated the relationship between traditional American cultural values and foreign students' perceptions and internalizations of them by first identifying traditional values and then matching them to television programs.[9] The results of the study suggested that television can be an acculturator as students viewing the most television had different value orientations than students who watched little television.

Traditionally, Q has been a small sample research method and not ideally suited for widespread projections. If projections are essential, then supplementation of the Q-research is required.[10]

This study was attempted to supplement the earlier research with a view to developing some hypotheses and propositions.

Methodology

The method devised to test the relationship between television presentation and foreign students' orientation toward cultural values involved three steps. First, traditional values were identified and matched to television programs, the matching process was then validated. Second, a baseline of American student perceptions of these values was determined. Third, foreign student perceptions were measured.

Value Identification

Williams identified eight traditional American values such as secularism and achievement.[11] The definitions of these values were matched to

prime time television program descriptions published in TV Guide for the 1977-1978 television season by mass communication classes of American college students. Television programs receiving a "difficulty score," a measure of coder reliability, of at least .80 were used in this study. The results of this procedure found only three of the eight values identified by Williams presented on prime time television programs. The valid program descriptions were found for each of these three values, resulting in a sample of thirty items (see descriptions in Tables). Five statements were also written and validated for the study as a sufficient number of television program descriptions could not be found to produce ten items for each of the three cultural values.

Baseline Construction

The three American cultural values identified in Step 1, value identification, were: materialism, humanism and democracy.[12] Those values formed the "independencies" for a structured O methodology.[13] The thirty statements were typed on individual index cards sorted by a second sample of 30 American college students into nine categories from "most resemble" to "least resemble" their perceptions of American values.

Figure 1

Category Number	1	2	3	4	5	6	7	8	9
Number of Items	1	2	3	5	8	5	3	2	1

The results of this procedure was the operationalization of American student value orientations and formed the baseline for comparison with foreign students' perceptions of the same values.

The value of Q methodology is that it allows comparisons of perceptions. Because of the forced choice nature, rankings are normally distributed; most of the items are placed near the middle of the scale (Figure 1). Rankings are then intercorrelated resulting in a matrix by "types" of similar items. These "types" can then be compared by identifying an underlying construct that the items have in common. Differing from the traditional R factor analysis, Q treats the items (program descriptions) as subject and subjects as items. The results of this analysis represented American students by allowing the respondents to make comparative judgments about value orientations. The number of hours spent watching television was also recorded.

Foreign Student Perceptions

One group of 30 foreign students sorted the thirty program descriptions two times. The first sort represented value orientations in response to instructions to categorize the program descriptions as they resembled American culture. The second sort was elicited by instructions asking students to categorize the program descriptions as the students believed them. This sort was designed to determine which values, if any, had been internalized by these foreign students. The native country, years speaking and reading English, years in America, and difficulty with English were also recorded.

Results

The Q factor analyses were performed using Van Tubergen's QUANAL program with varimax rotation. The first set of analyses represents American students' value orientations as measured by the two sorts of the

thirty television program descriptions. One value to the Q sort methodology is that it affords the research the luxury of validating factor structures with very few subjects (sorters). The actual subjects in the analysis are the items, in this case television program descriptions. To validate the sorting behavior, two groups of students were purposively selected to sort the program descriptions. The second sort was accomplished to validate the first sort and the results of the first study by Kapoor and Williams. The result was that Americans sorted the descriptions as they represented American cultural values. The second and third pairs of sorts represented foreign students' value orientations and value belief structures.

American Student Sort

In Q factor analysis, significant factors are determined in two ways. First, loadings are significant if they exceed three times the square root of the number of items. Second, if the product of the two highest loadings exceeds two times the standard error of the zero order correlations, the factor is significant. These criteria produced a three factor-type solution for the two sorts accomplished by the American students. The first sort (Table 1) accounted for 39% of the total variance; sort two accounted for 30% of the variance (Table 3).

The two sorts produced somewhat similar factor structures. Considering Type I in both Tables 1 and 2, only one of four students responsible for significant loadings viewed over the average number of hours of television per day compared to the rest of the American students (2.5 hours). Students with the highest loadings for Type III (both sorts) watched less

than the average number of hours per day. Type II in both sorts were very different. None of the students in the first sort (Table 1) watched more than 2.5 hours of television per day; both of the students contributing to Type II in Table 2 watched more than the average amount of television. The conclusion is that Types I and III were similar between the two Q sorts.

Even more similarities were found between the two sorts when Z scores were considered (Tables 3 and 4). At the bottom of each table is the total number of items rejected (less than -1.0) and accepted (greater than 1.0). In both sorts, humanism is rejected more than it is accepted; materialism is accepted more than it is rejected. Differences were found, however, on the acceptance and rejection of democracy. The first sort (Table 1) accepted democracy only for Type II (three accepted; two rejected); the second sort found all three types accepted the democracy value. Note also that when the humanism value was rejected, materialism was accepted for all but one sort (Type III in the second sort).

In terms of the items best describing the three types revealed in each of the two sorts by the American students, humanism items (Type I in Tables 1 and 2) rejected in both sorts involved marriage and life or death situations. For example, item 18, Phyllis helping a marriage, is rejected in both sorts. All materialism items accepted in Type II, in both sorts, involve programs about jobs and careers. In fact, items 12 and 22 were accepted by both groups of students. Considering democracy, all but one item (number 24) involves a school. For example, item 9 about Horshak being voted most popular is accepted in both sorts.

Type II in the first sort (Table 3) and Type III in the second sort (Table 4) are very similar. Considering the humanism value first, all involve some type of helping behavior. For example, item 15, accepted in both types, involves the doctors on M*A*S*H delivering a baby. All the materialism items accepted in these two types involve some type of career decision. Again, item 12 about Rhoda's new career is accepted in both types. Finally, both types accept democracy and item 13 involving Barretta's inability to talk.

Foreign Students' Cultural Orientations

Factor structures produced from the two sorts of foreign students' cultural perceptions were somewhat different compared to the two sorts accomplished by the American students. The first foreign student sort (Table 5) accounted for 51% of the total variance; the second sort accounted for 30% of the variance. The first sort produced five factors; the second sort produced three factors or types. Considering the first sort (Table 5), Type I was produced by foreign students who had very little difficility with the English language. Both students watched some television every day and both were from countries on the west coast of Africa. Type II was produced by students with much difficulty with English. However, one student was from Europe and watched much television, compared to the other foreign students; while the other student was from the middle east and watched comparatively little television during the average day. Type III was the result of one student (the two highest factor loadings exceeded two times the standard error criterion) from Liberia who had little difficulty with the language and watched considerable television. Type IV

contained students who watched very little television. Two students were from countries in Africa; while one student was from Japan. The African students reported very little trouble with the English language. Finally, Type V consisted of two students. Neither student watched much television (one-half hour per day) and both were from African countries.

The second sort of foreign student perceptions of American culture reported in Table 6 produced three very different types. Type I was the result of two students, one from the United Arab Republic and the other from Bangladesh. Both students had a little difficulty with English and watched much television (similar to Type III in the first sort). Type II had only one student from Europe who reported a little trouble with the language but still watched two hours of television per day. Finally, Type III consisted of one student from Jamaica who watched little television and had hardly any throuble with English.

Some similarities of the factors produced in the two sorts can be found when years spent reading and speaking English are considered. Type II in both sorts are similar in that none of these students (with significant factor loadings) exceeded the average number of years spent reading and speaking the language. Type III in both sorts are similar in that both students, one for each type, reported speaking and reading English more than the average compared to the other foreign students in this study.

Type I in both sorts also share some similarities when the items with significant Z scores are considered (Tables 7 and 8). Humanism is generally rejected in both tables for Type I. In fact, item 18 is rejected in both groups of foreign students. Materialism is generally accepted

with item 22 receiving a significant Z score in both tables. Interestingly, the only materialism items rejected in Type I (Table 7) involves people losing jobs (item 8) or a person returning to visit a former employer (item 11). Democracy received little support in either sort. In fact, foreign students, in general, neither accepted nor rejected the democracy value. When democracy items did receive significant Z scores, the number of accepted items was generally counterbalanced by an equal number of rejected items.

Type II was not very similar in the two sorts on foreign student perceptions. In fact, students responsible for Type II in the first sort (Table 7) were somewhat for humanism (one item), definitely rejecting materialism and accepting democracy. Type II in Table 8 rejected humanism, accepted materialism and split on democracy. However, the two sorts were somewhat similar when the specific items accepted and rejected in both sorts are considered. Students in both sorts rejected item 5 (materialism) and item 24 (democracy) while accepting item 29 (democracy).

Type III, in both sorts, was similar in that students shared three items in common (significant Z scores with the same sign), but were almost complete opposites in their preferences for the three cultural values. Type III in Table 7 accepted humanism and democracy and rejected materialism. Type III in Table 8 was for materialism and democracy and against humanism. However, two items were shared, in common, between the two sorts. Item 9 was accepted and item 24 was rejected in both tables.

Foreign Student Cultural Beliefs

Tables 9 and 10 represent the two foreign student sorts of the thirty television program descriptions in terms of whether the items represented the students' cultural beliefs. Both sorts produced four types. Sort one accounted for 44% of the variance; while sort two accounted for 48% of the total variance.

Type II (Table 9) and Type I (Table 10) are very similar in terms of students responsible for the significant factor loadings. All students were from African countries and all had spent about the average amount of time speaking and reading English compared to other foreign students in this study. Finally, all but one student had spent more than the average number of years in residence in the United States.[14]

Type III (Table 9) and Type II (Table 10) also share some similarities. First, Type III consists of two students from African countries and one from a spanish-speaking country; Type II has two students from spanish-speaking countries and one African. Second, all students in these two types had been in the United States at least an average length of time compared to the other students in this study.[15] Third, almost all students had been speaking and reading English more than the average number of years. Fourth, all but one student reported any difficulty understanding English. Finally, all six students in these two types reported about the same number of daily television viewing hours.

Type IV (Table 9) and Type III (Table 10) are somewhat less similar than the preceeding pairs. Both types have one African student. One student in each type had spent less than the average number of years in residence.

All but one student responsible for these types spent under the average number of years speaking English.[16] Finally, all spent about the same number of hours watching television during an average day. These two types differ from the types considered in the preceding discussion in that the students in Type IV (Table 9) and Type III (Table 10) tended to have less experience with the American culture.

The final two types, I in Table 9 and IV in Table 10, also are somewhat similar. Both types consist of an English student and one person from a country with a strong English heritage; none of the four students reported any trouble with the English language. All four students had also been in the United States for one year when this study was conducted. Not surprisingly, all four students had spent at least an average amount of time both reading and speaking English. This last pair of types also differs from those in the preceding discussion in that all students had extensive experience with English and probably attended schools in their native countries that used English as the primary language.

The item descriptions of the two sorts (Tables 11 and 12) reveal more similarities. Type II (sort one) and Type I (sort two) both reject the more serious dimensions of humanism such as the program about the life support machine described (item 28). Further, both sorts accept the helping dimension of humanism. For example, foreign students in both sorts accepted item 19 describing Bob helping his parents ("Bob Newhart Show"). The two sorts are also very similar for the democracy value. Students in both sorts accepted items 20, 21 and 25.

Type III (Table 11) and Type II (Table 12) are also very similar. Students responsible for both tables rejected materialism and accepted democracy. Considering humanism, students in these two sorts accepted life and death type programs such as Archie saying a eulogy for a friend in item 10. The materialism value also produced very similar sorting behaviors. Students in both sorts accepted the items representing new careers as opposed to other dimensions of materialism. For example, both sets of students accepted item 12 describing the now career for Rhoda.

Students in Type IV (Table 11) and Type III (Table 12) tended to accept materialism. They also accepted the same items (#3 and #8). With the exception of items 16 and 24, the items rejected in the democracy value all involved young male leads. Two of the three rejected items involved some aspect of high school education. Even the exception to this conclusion, (J.J. takes over in item 29), the male lead is a high school aged person.

The final pair of sorts is Type I (Table 11) and Type IV (Table 12). Students sorting items in these types rejected humanism and accepted democracy. Many of the rejected items for the humanism value involved marriage or related topics. For example, Phyllis helps a marriage in item 12. Item 10 was rejected in both sorts. Most of the accepted items involving the materialism value involved a new job or career.

Discussion

Television viewing tended to be an important discriminating variable when the types produced by sorts accomplished by American students were

considered. The more frequent television viewer had a somewhat different view of American culture than did the student who watched little television on a daily basis. Further, the two sorts, accomplished by two independent groups of American students, suggested that this method of determining the role of television in the acculturation process is fairly valid. Not only were the types produced by the two sorts similar when television viewing behaviors were considered, but also students in the various sorts tended to similarly accept and reject items representing three cultural values and have similar views of the specific items within each value dimension. In total, fourteen items within the three values had significant Z scores for both sorts.

Considering the cultural views of American students, humanism was fairly unanimously rejected by all thirty students. Conversely, materialism was just as unanimously accepted as a cultural value. Democracy was also accepted as a value, but the results of these data may not be very valid compared to items representing the humanism and materialism values.

The two sorts of foreign student cultural perceptions were very different and probably not valid. A careful inspection of Tables 5 and 6 reveal some interesting differences in the two groups of foreign students. First, students in Table 6 tended to have a somewhat more difficult time with the English language. Eight of the fifteen students reported more than "hardly any difficulty". Conversely, only five students in Table 5 reported more than "hardly any difficulty". Another difference between the two groups of foreign students that impinged on their sorting of the television program description was difference in native countries. For

example, two Taiwanese and other students that typically have much difficulty learning English were in Table 6. The inability to speak the language must interfere with their enjoyment of entertainment television, thereby lessening its effect on their perceptions of American culture. Students in Table 5 differed in that most of them come from countries with a strong British heritage. In fact, most of these countries were once colonies of Great Britain. This heritage is reflected in the perceived difficulty these students reported with English.

Interestingly, the differences in the two groups of foreign students, reportedly responsible for different perceptions of American cultural values, did not seem to affect their beliefs concerning this culture as represented by television programs. Pairs of types can easily be identified in terms of the types of students responsible for the two factor structures. The discriminating variables in these two sorts were experience with the English language (speaking and reading), time in the United States, and television viewing hours. These similarities across types was supported by the overall acceptance and rejection of the three cultural values internalized by these students. Strong similarities were also found when the specific items ascepted and rejected within each of the types were studies. In fact, eleven similarities were found across both sorts.

In terms of cultural beliefs held by the two groups of foreign students, humanism was rejected (eleven of twenty-seven items received significant negative Z scores); materialism was accepted (fourteen of twenty-five items received significant positive Z scores) and democracy was split. These views were very similar to American students' perceptions of their own culture.

However, foreign students' beliefs were very different from both their and American student perceptions. Like the preceeding analyses, humanism was rejected (nine of twenty-five items). However, the views on materialism were split and democracy was strongly accepted (sixteen of twenty-seven items received significant positive Z scores). These results are very similar to the findings of Kapoor and Williams reported earlier. Foreign students seem to believe values much different than those they perceive.

Value perceptions could be a function of what foreign students are told about the United States, in terms of democracy value, and then reinforced by television. The humanism value seems to receive little reinforcement from television given the perceptions of both American and foreign students. Support for this conclusion can be drawn from the analysis of the two American student sorts. Type I in both sorts contained students who watched more than the average number of television hours per day. Humanism was rejected by those students; materialism was accepted.

The results of this study suggest that television can, in fact, reinforce existing perceptions of American culture. However, these perceptions probably were not internalized by students considered in this study. These data do not suggest that television causes perceptions and beliefs. Future studies should consider this issue. The study reported here does suggest that Q factor research is one plausable and fairly valid method for investigating the ability of television to acculturate foreign students into American culture. Future research could use factor loadings produced by Z studies in predictive statistical techniques to answer the question of how television causes cultural perceptions and beliefs.

Table 1

Television Hours of American Students and Factor Loadings For Three Factor/Type Solution

Subject Number	TV Hours	Simple Structure Matrix Type I	Type II	Type III
1	4	.43	.01	.24
2	6	.01	-.08	.14
3	.5	.31	.03	.65*
4	4	.80*	-.06	-.06
5	3	.14	.01	.50
6	2	.72*	-.09	.11
7	2	.12	-.72*	-.09
8	1	.38	.79*	-.09
9	1.5	.55*	.13	.09
10	2	-.17	-.16	.42
11	2	-.05	.45	.44
12	.5	.50	.05	.22
13	0	-.24	.29	.45
14	4	.68*	.14	.17
15	2	.22	-.01	.62*
Explained Total Variance		.21	.09	.09

*met loading criterion (3 X $1/\sqrt{n}$) or .55

Table 2

Television Hours of American Students and Factor Loadings

For Three Factor/Type Solution

		Simple Structure Matrix		
Subject Number	TV Hours	Type I	Type II	Type III
1	1	.63*	-.23	-.06
2	2	.55*	.15	.09
3	3	.34	.22	-.57*
4	2	.42	-.26	.60*
5	2	.45	.41	-.18
6	1	.30	.35	.36
7	3	.23	.68*	.39
8	5	-.10	.11	.17
9	.5	.35	-.43	-.05
10	3	.36	.55*	.16
11	4	.55*	.16	-.08
12	7	-.08	.54	.02
13	1	.59*	-.05	.07
14	4	-.02	.18	.57*
15	2	.05	.14	.47
Explained Total Variance		.18	.11	.09

*met loading criterion (3 X $1/\sqrt{n}$) or .55

Table 3

Item Description and Z Scores for American Students

Item	Value	Item Description	Type I	Type II	Type III
1	H	Marriage and Cancer (Good Times)			1.6
2	H	Helping a war hero (Bionic Woman)	-1.8	-1.8	
3	M	Job and marriage (One Day at a Time)	2.5		1.7
4	M	Kotter takes part-time job (Kotter)		1.7	-1.9
5	H	Dee offered queen (What's Happening)			-1.8
6	H	Phyllis gives allurement lessons (Phyllis)			
7	H	Housekeeper hired (Jeffersons)		-1.3	
8	H	Fletcher looses job (Betty White)			-1.2
9	D	Horshak voted popular (Kotter)	1.4		-1.4
10	H	Archie says eulogy (All in the Family)			
11	H	Howard visits station (Mary Tyler Moore)			
12	M	Rhoda gets new career (Rhoda)	2.0	1.7	1.0
13	D	Barretta can't talk (Barretta)		1.2	1.8
14	D	John prints Hitler's speeches (Waltons)			
15	H	Doctors deliver baby (M*A*S*H)		-1.2	

Table 3 cont'd

Item	Value	Item Description	Type I	Type II	Type III
16	D	Stuart keeps house (Each Other)		-1.1	
17	D	Quincy investigates murder (Quincy)			1.0
18	H	Phyllis helps marriage (Phyllis)	-2.0		-1.4
19	H	Bob helps parents (Bob Newhart)			1.2
20	D	Joanie grows up (Happy Days)		1.2	
21	D	James fights school (James at 15)	-1.4		-1.0
22	M	Shirley gets new job (What's Happening)	1.5	1.5	
23	M	Howard makes invention (Happy Days)			1.0
24	D	Bob involved in rent strike (Newhart)			
25	D	Mike has dress problem (All in the Family)		1.4	
26	M	Bank worth millions (Each Other)		-2.0	
27	H	Leonard votes conscience (Phyllis)			
28	H	Life support machine (Barnaby Jones)			
29	D	J.J. takes over (Good Times)		-1.6	
30	M	Lottery ticket lost (Beach Bums)			

	Type I			Type II			Type III		
	H	M	D	H	M	D	H	M	D
Accepted Items	0	3	1	0	3	3	2	3	2
Rejected Items	2	0	1	3	1	2	1	3	2

H = Humanism, M = Materialism, D = Democracy

Table 4

Item Description and Z Scores for American Students

Item	Value	Item Description	Type I	Type II	Type III
1	H	Marriage and Cancer (Good Times)	1.1	1.1	1.9
2	H	Helping a war hero (Bionic Woman)			
3	M	Job and marriage (One Day at a Time)		-1.1	
4	M	Kotter takes part-time job (Kotter)		-1.4	
5	M	Dee offered queen (What's Happening)		-1.0	
6	H	Phyllis gives allurement lessons (Phyllis)			
7	H	Housekeeper hired (Jeffersons)			
8	H	Fletcher looses job (Betty White)			-1.9
9	D	Horshak voted popular (Kotter)	1.1	-1.3	
10	H	Archie says eulogy (All in the Family)			
11	M	Howard visits station (Mary Tyler Moore)			-1.0
12	M	Rhoda gets new career (Rhoda)	1.8		1.2
13	D	Barretta can't talk (Barretta)		2.0	1.6
14	D	John prints Hitler's speaches (Waltons)			
15	H	Doctors deliver baby (M*A*S*H)			-1.1
16	D	Stuart keeps house (Each Other)		-1.2	

Table 4 cont'd

Item	Value	Item Description	Type I	Type II	Type III
17	D	Quincy investigates murder (Quincy)		1.8	1.0
18	H	Phyllis helps marriage (Phyllis)	-1.5		-1.2
19	H	Bob helps parents (Bob Newhart)			-1.1
20	D	Joanie grows up (Happy Days)			
21	D	James fights school (James at 15)		1.5	1.2
22	M	Shirley gets new job (What's Happening)	2.4		
23	M	Howard makes invention (Happy Days)			-1.6
24	D	Bob involved in rent strike (Newhart)	1.0		
25	D	Mike has dress problem (All in the Family)	1.6	1.6	
26	M	Bank worth millions (Each Other)	-1.9		1.2
27	H	Leonard votes conscience (Phyllis)			
28	H	Life support machine (Barnaby Jones)	-1.7		1.2
29	D	J.J. takes over (Good Times)		1.0	
30	M	Lottery ticket lost (Beach Bums)		-2.3	1.3

	Type I			Type II			Type III		
	H	M	D	H	M	D	H	M	D
Accepted Items	1	2	3	1	0	5	2	3	3
Rejected Items	2	1	0	0	4	2	3	3	0

H = Humanism, M = Materialism, D = Democracy

Table 5

Five Factor/Type Solution for Foreign Students' Cultural Orientations

Subject Number	Country	Years In Residence	Years Reading English	Years Speaking English	TV Hours	Difficulty with English	Simple Structure Matrix				
							Type I.	Type II	Type III	Type IV	Type V
1	Mexico	10	8	7	4	a lot	.13	.79*	.07	.10	-.07
2	England	1	21	22	1	hardly	.35	-.16	-.28	-.10	-.15
3	Nigeria	6	25	25	2	hardly	.48	.09	.03	.08	.04
4	Senegal	3	17	13	2	hardly	.84*	-.28	.04	-.18	-.02
5	S. Africa	1	17	21	0	hardly	.48	.01	-.27	.27	-.22
6	Dom. Rep.	1	5	4	2	some	-.26	.38	.02	.05	.06
7	Kenya	4	14	11	.5	hardly	.37	.02	-.09	-.61*	-.49
8	Ivory Coast	3	13	3	.5	some	-.09	.18	-.06	-.08	.69*
9	Liberia	5	23	22	2.5	hardly	-.03	-.13	.86*	-.03	.04
10	W. Germany	1	6	8	.5	a lot	.09	.66*	-.04	-.24	-.01
11	Costa Rica	11	19	19	.5	hardly	-.14	-.01	.48	-.16	.37
12	Ethiopia	6	13	13	.5	hardly	.23	-.06	.24	.06	.58*
13	Japan	1	9	3	.5	a lot	.06	-.09	-.10	.62*	-.02
14	Zimbawse	2	15	15	0	hardly	.03	.22	.53	.55*	-.26
15	Ghana	4	21	17	.5	hardly	.65*	.26	-.15	-.18	.10
Explained Total Variance							.16	.10	.10	.08	.07

*Met loading criterion of (3 X $1/\sqrt{n}$) or .55

Table 6

Three Factor/Type Solution for Foreign Students' Cultural Orientations

Subject Number	Country	Years in Residence	Years Reading English	Years Speaking English	TV Hours	Difficulty with English	Type I	Type II	Type III
1	UAR	4	12	4	3	a little	-.70*	.05	.16
2	Jamaica	2	all life	all life	.5	hardly	-.09	.14	.79*
3	Venezuela	3	17	2	2	some	.15	.37	.06
4	W. Germany	1	9	9	2	a little	-.07	.75*	.14
5	Taiwan	2	12	5	.5	a lot	.09	.06	.14
6	Taiwan	2	15	3	1	a lot	.32	-.34	.26
7	Senegal	3	18	14	1	a little	.01	.34	-.10
8	Nigeria	4	all life	all life	4	hardly	.45	.29	.39
9	Ethiopia	3	19	17	1	a little	.03	-.07	.47
10	Nigeria	2	29	29	2	hardly	-.10	.08	-.06
11	India	1	21	23	1.5	hardly	-.01	-.22	.02
12	Bangladesh	3	17	17	3	hardly	.32	-.36	.36
13	England	1	15	19	3	hardly	.10	.51	-.05
14	India	5	19	10	2	hardly	.49	.17	-.10
15	Bangladesh	4	17	11	2	a little	.55*	-.03	.21
Explained Total Variance							.12	.10	.08

*Met loading criterion of (3 X $1/\sqrt{n}$) or .55

Table 7

Item Description and Z Scores for

Foreign Students' Cultural Orientations

Item	Value	Item Description	Type I	Type II	Type III	Type IV	Type V
1	H	Marriage and Cancer (Good Times)		1.6		1.0	
2	H	Helping a war hero (Bionic Woman)				-1.0	-1.0
3	M	Job and marriage (One Day at a Time)	2.4		-1.2	-1.4	
4	M	Kotter takes part-time job (Kotter)	1.8			1.5	
5	M	Dee offered queen (What's Happining)		-1.1	-1.7		
6	H	Phyllis gives allurement lessons (Phyllis)				1.0	
7	H	Housekeeper hired (Jeffersons)	-1.8		-1.3	-1.7	2.3
8	M	Fletcher looses job (Betty White)	-1.3	-2.0			
9	D	Horshak voted popular (Kotter)			2.3	-1.9	1.0
10	H	Archie says eulogy (All in the Family)					1.8
11	M	Howard visits station (Mary Tyler Moore)	-1.0		-1.3	-1.2	
12	M	Rhoda gets new career (Rhoda)	1.6			-1.2	
13	D	Barretta can't talk (Barretta)		1.6			
14	D	John prints Hitler's speeches (Waltons)				-1.3	
15	H	Doctors deliver baby (M*A*S*H)	-1.1				

Table 7 cont'd

Item	Value	Item Description	Type I	Type II	Type III	Type IV	Type V
16	D	Stuart keeps house (Each Other)					
17	D	Quincy investigates murder (Quincy)		1.0		1.0	
18	H	Phyllis helps marriage (Phyllis)	-1.3		1.2		1.2
18	H	Bob helps parents (Bob Newhart)					
20	D	Joanie grows up (Happy Days)			1.5		
21	D	James fights school (James at 15)				1.6	-2.3
22	M	Shirley gets new job (What's Happening)	1.5	-1.0	1.3		
23	M	Howard makes invention (Happy Days)				1.1	-1.0
24	D	Bob involved in rent strike (Newhart)		-1.0	-1.9		-1.2
25	D	Mike has dress problem (All in the Family)		1.4			
26	M	Bank worth millions (Each Other)			1.1	1.2	
27	H	Leonard votes conscience (Phyllis)			1.8		
28	H	Life support machine (Barnaby Jones)					-1.7
29	D	J.J. takes over (Good Times)		2.2			1.4
30	M	Lottery ticket lost (Beach Bums)		-1.7	-1.0		

	Type I			Type II			Type III			Type IV			Type V		
	H	M	D	H	M	D	H	M	D	H	M	D	H	M	D
Accepted items	0	4	0	1	0	4	2	2	2	2	3	2	3	0	2
Rejected items	3	2	0	0	4	1	1	4	1	2	3	2	2	1	2

H = Humanism, M = Materialism, D = Democracy

Table 3

Item Description and Z Scores for Foreign Students' Cultural Orientations

Item	Value	Item Description	Type I	Type II	Type III
1	H	Marriage and Cancer (Good Times)	-1.4		
2	H	Helping a war hero (Bionic Woman)			
3	M	Job and marriage (One Day at a Time)		1.1	1.7
4	M	Kotter takes part-time job (Kotter)		2.2	-1.0
5	M	Dee offered queen (What's Happening)		2.1	
6	H	Phyllis gives allurement lessons (Phyllis)		1.2	
7	H	Housekeeper hired (Jeffersons)		-1.2	
8	M	Fletcher looses job (Betty White)			1.0
9	D	Horshak voted popular (Kotter)		1.5	
10	H	Archie says eulogy (All in the Family)		-1.2	
11	M	Howard visits station (Mary Tyler Moore)			
12	M	Rhoda gets new career (Rhoda)			1.6
13	D	Barretta can't talk (Barretta)			2.6
14	D	John prints Hitler's speeches (Waltons)			-1.4
15	H	Doctors deliver baby (M*A*S*H)			-1.2
16	D	Stuart keeps house (Each Other)	-1.6		

Table 8 cont'd

Item	Value	Item Description	Type I	Type II	Type III
17	D	Quincy investigates murder (Quincy)			
18	H	Phyllis helps marriage (Phyllis)	-1.2		
19	H	Bob helps parents (Bob Newhart)			
20	D	Joanie grows up (Happy Days)	2.1		
21	D	James fights school (James at 15)		-1.9	
22	M	Shirley gets new job (What's Happening)	1.2		
23	M	Howard makes invention (Happy Days)	2.2		
24	D	Bob involved in rent strike (Newhart)		-1.1	-1.6
25	D	Mike has dress problem (All in the Family)			
26	M	Bank worth millions (Each Other)		-1.3	
27	H	Leonard votes conscience (Phyllis)	-1.3		-2.2
28	H	Life support machine (Barnaby Jones)		-1.5	
29	D	J.J. takes over (Good Times)	2.4	1.0	
30	M	Lottery ticket lost (Beach Bums)			

	Type I			Type II			Type III		
	H	M	D	H	M	D	H	M	D
Accepted items	0	2	2	1	3	2	0	2	2
Rejected items	3	0	1	3	1	2	2	1	2

Table 9

Four Factor/Type Solution for Foreign Students' Cultural Beliefs

Subject Number	Country	Years in Residence	Years Reading English	Years Speaking English	TV Hours	Difficulty with English	Simple Structure Type I	Type II	Type III	Type IV
1	Mexico	10	8	7	4	a lot	-.07	.02	.05	.18
2	England	1	21	22	1	hardly	.66*	-.10	-.10	-.09
3	Nigeria	6	25	25	2	hardly	-.17	-.14	.60*	-.04
4	Senegal	3	17	13	2	hardly	-.10	.65*	.02	-.20
5	S. Africa	1	17	21	0	hardly	.59*	-.01	-.14	.40
6	Dom. Rep.	1	5	4	2	some	.01	.03	.40	-.60*
7	Kenya	4	14	11	.5	hardly	.27	-.63*	.04	-.03
8	Ivory Coast	3	13	3	.5	some	.10	.41	.17	.38
9	Liberia	5	23	22	2.5	hardly	.41	-.42	.15	.30
10	Germany	1	6	8	.5	a lot	.41	.05	.20	-.02
11	Costa Rica	11	19	19	.5	hardly	.00	-.05	.70*	.35
12	Ethiopia	6	13	13	.5	hardly	.32	.73*	-.04	.32
13	Japan	1	9	3	.5	a lot	.39	.36	-.17	-.34
14	Zimbawze	2	15	15	0	hardly	-.14	-.20	-.56*	.02
15	Ghana	4	21	17	.5	hardly	-.27	-.12	.16	.66*
Explained Total Variance							.14	.13	.10	.07

*Met loading criterion of (3 X $1/\sqrt{n}$) or .55

Table 10

Four Factor/Type Solution for Foreign Students' Cultural Beliefs

Subject Number	Country	Years in Residence	Years Reading English	Years Speaking English	TV Hours	Difficulty with English	Simple Structure			
							Type I	Type II	Type III	Type IV
1	UAR	4	12	4	3	a little	-.22	.03	.45	-.06
2	Jamaica	2	all life	all life	.5	hardly	.11	.56*	-.06	.15
3	Venezuela	3	17	2	2	some	.06	.72*	.12	.22
4	W. Germany	1	9	9	2	a little	.26	.47	-.31	.23
5	Taiwan	2	12	5	.5	a lot	.04	.28	.74*	.08
6	Taiwan	2	15	3	1	a lot	.52	.45	.20	.17
7	Senegal	3	18	14	1	a little	.72*	-.30	-.12	.02
8	Nigeria	4	all life	all life	4	hardly	.62*	-.27	.20	.04
9	Ethiopia	3	19	17	1	a little	-.49	.25	.34	.16
10	Nigeria	2	29	29	2	hardly	.01	.62*	.12	-.16
11	India	1	21	23	1.5	hardly	.20	.09	.35	.66*
12	Bangladesh	3	17	17	3	hardly	-.38	-.37	-.42	.15
13	England	1	15	19	3	hardly	-.06	.06	-.15	.80*
14	India	5	19	10	2	hardly	.41	.09	-.08	.02
15	Bangladesh	4	17	11	2	a little	.26	-.13	.70*	.05
Explained Total Variance							.20	.12	.09	.07

*Met loading criterion of $(3 \times 1/\sqrt{n})$ or .55

Table II

Item Description and Z Scores for

Foreign Students' Cultural Beliefs

Item	Value	Item Description	Type I	Type II	Type III	Type IV
1	H	Marriage and cancer (Good Times)	-1.3	-1.3		
2	H	Helping a war hero (Bionic Woman)		1.5	-1.9	
3	M	Job and marriage (One Day at a Time)				2.3
4	M	Kotter takes part-time job (Kotter)	1.9		-1.8	
5	M	Dee offered queen (What's Happening)		-1.1	-1.7	
6	H	Phyllis gives allurement lessons (Phyllis)				
7	H	Housekeeper hired (Jeffersons)			-1.3	
8	M	Fletcher looses job (Betty White)		2.3	-1.3	-2.4
9	D	Horshak voted popular (Kotter)			2.0	-1.7
10	H	Archie says eulogy (All in the Family)	-2.0	-1.4	1.4	
11	M	Howard visits station (Mary Tyler Moore)				
12	M	Rhoda gets new career (Rhoda)	1.5		1.1	
13	D	Barretta can't talk (Barretta)		1.1		
14	D	John prints Hitler's speeches (Waltons)				
15	H	Doctors deliver baby (M*A*S*H)			-1.2	-1.0
16	D	Stuart keeps house (Each Other)				-1.7

Table II

Item	Value	Item Description	Type I	Type II	Type III	Type IV
17	D	Quincy investigates murder (Quincy)		1.5		
18	H	Phyllis helps marriage (Phyllis)				
19	H	Bob helps parents (Bob Newhart)		1,2	1.9	
20	D	Joanie grows up (Happy Days)		-1.9		
21	D	James fights school (James at 15)		-1.0		
22	M	Shirley gets new job (What's Happening)	2.3			
23	M	Howard makes invention (Happy Days)	1.8	-1.1		
24	D	Bob involved in rent strike (Newhart)	1.3		1.0	1.4
25	D	Mike has dress problem (All in the Family)	1.1	1.0		1.5
26	M	Bank worth millions (Each Other)				
27	H	Leonard votes conscience (Phyllis)	-1.2			
28	H	Life support machine (Barnaby Jones)	-1.2			
29	D	J.J. takes over (Good Times)	-1.0			
30	M	Lottery ticket lost (Beach Bums)				1.3

	Type I			Type II			Type III			Type IV		
	H	M	D	H	M	D	H	M	D	H	M	D
Accepted Items	0	4	2	2	1	3	2	1	2	0	2	2
Rejected Items	4	0	1	2	2	2	3	3	0	1	1	2

H = Humanism, M = Materialism, D = Democracy

Table 12

Item Description and Z Scores for Foreign Students' Cultural Beliefs

Item	Value	Item Description	Type I	Type II	Type III	Type IV
1	H	Marriage and cancer (Good Times)		1.5	2.4	
2	H	Helping a war hero (Bionic Woman)				1.2
3	H	Job and marriage (One Day at a Time)			1.7	2.0
4	M	Kotter takes part-time job (Kotter)				-2.1
5	D	Dee offered queen (What's Happening)		-1.2		-1.1
6	H	Phyllis gives allurement lessons (Phyllis)			-1.1	-1.7
7	H	Housekeeper hired (Jeffersons)			-1.1	
8	M	Fletcher looses job (Betty White)		-1.8	1.0	
9	D	Horshak voted popular (Kotter)		-1.8		
10	H	Archie says eulogy (All in the Family)			1.7	-1.9
11	M	Howard visits station (Mary Tyler Moore)				
12	M	Rhoda gets new career (Rhoda)		1.3		
13	D	Barretta can't talk (Barretta)		1.5		
14	D	John prints Hitler's speeches (Waltons)				
15	H	Doctors deliver baby (M*A*S*H*)				
16	D	Stuart keeps house (Each Other)				1.4

Table 12 cont'd

Item	Value	Item Description	Type I	Type II	Type III	Type IV
17	D	Quincy investigates murder (Quincy)		1.1		
18	H	Phyllis helps marriage (Phyllis)	1.5			-1.1
19	H	Bob helps parents (Bob Newhart)	1.9			
20	D	Joanie grows up (Happy Days)	-1.7			
21	D	James fights school (James at 15)	-2.3	-1.3	-1.9	
22	M	Shirley gets new job (What's Happening)		1.7		
23	M	Howard makes invention (Happy Days)				
24	D	Bob involved in rent strike (Newhart)			-1.4	
25	D	Mike has dress problem (All in the Family)	-1.3			
26	M	Bank worth millions (Each Other)				
27	H	Leonard votes conscience (Phyllis)	1.7			
28	M	Life support machine (Barnaby Jones)	-1.0			
29	D	J.J. takes over (Good Times)	-1.7	1.5	-1.3	
30	M	Lottery ticket lost (Beach Bums)		-1.0		1.4

	Type I			Type II			Type III			Type IV		
	H	M	D	H	M	D	H	M	D	H	M	D
Accepted items	3	0	0	1	2	3	2	2	0	1	2	1
Rejected items	1	0	4	0	3	2	2	0	3	3	2	0

H = Humanism, M = Materialism, D = Democracy

Endnotes

[1]Melvin L. DeFleur, Theories of Mass Communication (New York: David McKay Company, Inc., 1973), p. 130.

[2]Ibid.

[3]Ibid., p. 131.

[4]David Goslin (Ed.), Handbook of Socialization Theory and Research (Chicago, Rand McNally and Co., 1971, p. 3.

[5]Seth Spaulding, Michael Flack, The World's Students in the United States (New York, Praeger, 1976), p. 22, report that 150 empirical and 44 non-empirical studies most of which were published after 1967 focuses on the area of what happens to foreign students while they are studying in the U.S. The authors also report that the topics that attracted the attention included: (a) foreign student attitudes toward self, career, nd home country; (b) African attitudes toward the United States and toward American Blacks; (c) social behavior and adjustment to life in the United States; and (d) attitudes toward the United States, other countries, and students of other nationalities.

[6]Marjorie H. Klien, A. A. Alexander, and Kwo-Hwa Tseng, "The Foreign Student Adaptation Program: Social Experience of Asian Students," Exchanges, Vol. 5, No. 3 (Winter 1971), pp. 77-90, found that more than half of the Asian students studied had not established significant social relationships with Americans during their stay; and those who did not do so considered Americans insincere, superficial, and incapable of real friendships. Dallas Pratt, "The Relation of Culture-Goals to the Mental Health of Students Abroad," International Social Science Bulletin, Vol. 8, No. 4 (1956), pp. 597-604, suggests that the emotional problems of foreign students stem from an existent inability to adjust to the home cultural tradition and have little to do with educational travel or with the impact of an alien culture. The inability to adjust to American values and "the American way of life" is more likely to be the neurosis of an American students than that of a Japanese student. Hwa-bao Chang, "A Study of Some Attitudes of Chinese Students in the United States," Ph.D. dissertation, University of Texas, Austin, 1972, found that attitudes of Chinese students toward the United States were positively related to the extent of association with Americans and to the foreign students' perception of America's relationship to his or her own country.

[7]For a review of the process of socialization, see David Goslin's "Introduction," ibid.

[8]Suraj Kapoor and Ralph Smith, "The Role of Communication in the Acculturation of Foreign Students," paper presented at AEJ Convention, 1978.

[9]Suraj Kapoor and Wenmouth Williams, Jr., "Acculturation of Foreign Students by Television: A Q Methodology Approach," paper to be presented at International Communication Association Conference at Philadelphia, May 1979, pp. 1-28.

[10]Mary Jane Schlinger, "Cues on Q-Technique," Journal of Advertising Research, Vol. 9, No. 3, pp. 53-60.

[11]Robin M. Williams, Jr., "Values in American Society," American Society: A Sociological Orientation (New York: Alfred A. Knopf, Inc., 1970), pp. 438-502, defines humanism as a value cluster in which emphasis is placed upon any type of disinterested concern and helpfulness; materialism as a value underlining high level of material comfort, progress, efficiency and practicality, activity and work, achievement and success; and democracy as a value orientation highlighting equality, freedom, and individual personality.

[12]William Stephenson, The Study of Behavior (Chicago: University of Chicago Press, 1953), considers Q-methodology useful in testing the operation of specific variables of a theory. Variables of a theory may be built into a Q-study by writing the test items to systematically reflect the variables of concern. This is usually done by placing the variables in combination with each other on the basis of a factorial structure. A number of items are then written that reflect those combinations of variables. The resulting set of items is called a structured sample. The number of items in Q-sort instrument depends upon the number of independencies, the number of levels in each independencies and the number of replications of both.

[13]William D. Brooks, "Q-Sort Technique," in Methods of Research in Communication, edited by Phillip Emmert and William D. Brooks (Boston, Houghton Mifflin Co., 1970).

[14]Like R factor analysis, negative loadings suggest converse relationships.

[15]Students with negative loadings do not fit this conclusion.

[16]This student had a negative loading.